DOCUMENT RESUME

ED 082 217 CS 200 701

AUTHOR	Winkeljohann, Sister Rosemary, Ed.
TITLE	Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1973.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS AGENCY	National Nutrition Education Clearing House, Berkeley, Calif.
PUB DATE	Nov 73
CONTRACT	OEC-0-72-4636
NOTE	33p.
AVAILABLE FROM	National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00340,, $0.75 non-member, $0.65 member)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; *Curriculum Guides; Elementary Education; *English Curriculum; English Instruction; *Evaluation Criteria; Program Descriptions; *Program Development; Secondary Education

ABSTRACT

The first part of this two-part document is an annotated list of recommended guides for the benefit of schools and agencies that are developing curricula and writing guides for language arts. Its purpose is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is a selection of guides reviewed and recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English (NCTE). The second part contains planning and evaluation criteria, applicable to various content emphases within the field of English-language studies. It was established by the NCTE Committee for the following purposes: (1) to provide a tool with which to evaluate the curriculum guides, and (2) to help schools and other educational agencies develop and evaluate curricula designed to guide language arts teachers. (LL)

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RECOMMENDED

English Language Arts Curriculum Guides K-12

AND CRITERIA FOR PLANNING AND EVALUATION

1973

CS 200 701

ERIC Clearinghouse on Reading and Communication Skills
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Road, Urbana, Illinois 61801

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English Language Arts Curriculum Guides K-12

AND CRITERIA FOR PLANNING AND EVALUATION

1973

Edited by
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for the Committee on Curriculum Bulletins of the
National Council of Teachers of English

November 1973

The ERIC Clearinghouse on Reading and Communication Skills is an information service of the National Council of Teachers of English in cooperation with the National Institute of Education.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Council of Teachers of English for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official views or opinions of either the National Council of Teachers of English or the National Institute of Education.

NCTE Stock Number 00340R

National Council of Teachers of English
Educational Resources Information Center;
Clearinghouse on Reading and Communication Skills
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Knowledge is of two kinds: we know of a subject ourselves, or we know where we can find information upon it.

--Samuel Johnson

The Educational Resources Information Center (ERIC) of the National Institute of Education exists both for those people who have information and for those who want to find it. Its basic objective is to provide information on significant current documents (reports, articles, monographs, speeches, books, etc.) and to make them readily available through the ERIC Document Reproduction Service (EDRS). The basic source of information about all current accessions into the ERIC system is *Research in Education* (RIE), a monthly catalogue which presents bibliographical information, abstracts, and prices. It also announces documents which are available through normal publication channels. (RIE may be obtained from the U.S. Government Printing Office, Washington, D.C. 20402.) In addition, ERIC/RCS will emphasize the production of selective bibliographies and state-of-the-art reports, the publication of abstracts in special fields of interest, and the provision of similar services which assess rather than merely list current resources for reading and communication skills.

The Clearinghouse on Reading and Communication Skills, one of several clearinghouses authorized to date, is responsible for collecting, analyzing, evaluating, and disseminating educational information related to research, instruction, and personnel preparation at all levels and in all institutions concerned with instruction in reading and communication skills.

The Reading Module is responsible for educational information as it applies to all aspects of reading--cognitive, affective, and psychomotor--and to professional training, research, methodology, and organization of instruction. Particular attention is given to documents dealing with identification and diagnosis of the individual's reading ability and the appropriate recommendations of materials dealing with the improvement of reading.

The English/Journalism Module is responsible for educational information related to teaching and learning the native language, both as a symbol system and as it is related to speaking, to listening, to writing, and to reading literature. This module is responsible for documents relating to school journalism and journalism education.

The Speech Communication Module is responsible for educational information related to radio/film/TV, forensics, interpersonal and small group interaction, theater, oral interpretation, rhetorical and communication theory, public address, and speech sciences.

INTRODUCTION

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year, the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee. Because the Committee receives guides from school systems that wish to use this service, it must be recognized that the selections printed here are taken from those sent to the National Council of Teachers of English during the past year.

The Committee welcomes guides for review. Those schools and agencies which would like to submit guides should send two copies to the Curriculum Bulletins Committee, NCTE, with a letter indicating at least the purpose of the materials and whether they are the only guides used in the system or are complements or supplements to other existing materials (the nature of which should be briefly described).

The review service is performed by members of the NCTE Committee on Curriculum Bulletins, who examine materials carefully, comment on the printed list of review criteria, discuss the review, and make suggestions on a cassette tape. Persons who submit guides receive copies of the printed review and tape recording free of charge. Most reviewing is done in late spring and early fall of each year. The process usually takes about eight to twelve weeks.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides, or from the ERIC Document Reproduction Service (EDRS). None are available directly from NCTE.

Many of the guides are available on microfiche (a 4" x 6" microfilm card displaying up to 90 pages of text in micro-image) at $0.65 per title, regardless of the number of microfiche needed to reproduce the entire text of the document, or hard copy (a photographically-reproduced paper booklet) priced at $3.29 for every 100 pages of text in the original document, and may be ordered from EDRS. Abbreviations in the bibliographic citations for each document are "MF" for microfiche, "HC" for hard copy. Thus "EDRS price: MF--$0.65, HC--$3.29" means that the document can be purchased from EDRS on microfiche for $0.65 or in a photographically-reproduced booklet for $3.29. The guides available from EDRS, as well as several others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, *Research in Education*. (See the back of this booklet for order form for guides available from EDRS.)

SELECTED GUIDES REVIEWED AND RECOMMENDED IN 1973

A. Grades K-12

ENGLISH LANGUAGE ARTS SKILLS IN THE BELLEVUE PUBLIC SCHOOLS. Three Volumes. $5.00 per volume, three volumes, $12.00. (Make check payable to Bellevue Public Schools.) Address orders to John W. Sabol, Coordinator for English Language, Bellevue Public Schools, 310 102nd N.E., Bellevue, Washington 98004. [Sr. High: ED 200 356, Jr. High: ED 200 358, Elem.: ED 200 357; EDRS price: MF--$0.65, HC--$16.45 per volume]

This set of curriculum guides discusses an English language arts and basic skills program which is designed to reflect the learner's point of view. Accordingly, this guide discusses teaching methods and activities that reflect what happens to students when they use language. The major divisions of the guide are identified as (1) "the way others say things are," (2) "the way I say things are," (3) the way I say things might be," (4) "the way I say things should be," and (5) "the way I say I am." The guide also includes a discussion of basic skills for the writing program and supplementary material.

MILFORD VISUAL COMMUNICATION PROJECT. 1972. 35 pages. Milford Exempted Village Schools, Milford, Ohio. $3.00 (Make check payable to Milford Exempted Village Schools.) Address orders to Roy Ferguson, Milford Exempted Village Schools, 5701 Pleasant Hill Road, Milford, Ohio 45150. [ED 075 823; EDRS price: MF--$0.65, HC--$3.29]

This study discusses a visual communications project designed to develop activities to promote literacy at the elementary and secondary school levels. The project has four phases: (1) perception of basic forms in the environment, what these forms represent, and how they interrelate; (2) discovery and communication of more complex perceptual elements, such as distance, angle, depth of field, contrast, texture, sequence, and the relationship between sound and image; (3) perception of the spatial and sequential relationships between image and sound; and (4) synthesis of these skills. Throughout the project the children learn to understand and operate the equipment of the new media and to use this knowledge to communicate ideas. A tentative outline of skills to be taught in units on visual perception, still photography, the relationship between sound and image, media hardware, and multimedia comparisons is presented. The study includes suggested teaching activities for the first three phases of the project.

B. Elementary: Grades K-6

ELEMENTARY EDUCATION IN THE NORTHWEST TERRITORIES: A HANDBOOK FOR CURRICULUM DEVELOPMENT. 1972. $5.00 (Make check payable to Northwest Territories Department of Education.) Address orders to John Luccock, Department of Education, Government of the NWT, Yellowknife, Northwest Territories, Canada. [ED 073 473; EDRS price: MF--$0.65, HC--$13.16]

This curriculum guide describes a comprehensive program in elementary education for the Northwest Territories of Canada. The basic themes in characterizing the curriculum are that it (1) develops from the child's characteristics, (2) teaches English, when it is not the mother tongue, as a second language, (3) reflects the pluralistic cultures of the region on an equal basis, (4) allows students to choose freely their life patterns, (5) regards basic English as superfluous, (6) allows students to progress at their own rates through the curriculum, (7) does not use standardized tests, (8) uses heterogeneous grouping, (9) emphasizes learning in general more than specific subjects, (10) recognizes that communication is the heart of the curriculum, and (11) keeps accurate records of students' progress. The guide discusses in detail the following curricular components: crosscultural education, art, arts and technologies, health, kindergarten, language arts, mathematics, music, outdoor education, physical education, science, and social studies. An appendix discusses numerous suggested teaching topics and methods.

COMPOSITION LESSON MODELS FOR USE IN THE ELEMENTARY SCHOOLS OF PITTSFIELD. 1970. Pittsfield Public Schools, Pittsfield, Massachusetts 01201. Temporarily out of print--is being reprinted as "Listen to the Snow Melt." Address orders to Norman C. Najimy, Pittsfield Public Schools, Pittsfield, Massachusetts 01201. Not available from EDRS.

These composition lesson models for the elementary school English class provide suggestions for the teacher to stimulate children's interest in communication. Some of the composition models emphasize pre-writing motivational activities designed to generate responses, not only from child to teacher, but also from child to child and from teacher to child. Some models call for changes in the physical arrangement of the room or suggest activities beyond the usual daily ones. Although the lessons are not arranged in a strict sequential order, they are grouped into three sections. The first section focuses on stimulating sensory perception; the second section is devoted to developing skills in word selection, sentence structure, and paragraph development; and the third section focuses on stimulating enjoyment of poetic language. Teachers are encouraged to select and adapt lessons which seem appropriate for their students.

C. Secondary: Grades 7-12

GUIDELINES FOR THE ENGLISH PROGRAM IN THE MIDDLE SCHOOL AND THE JUNIOR HIGH SCHOOL. 1972. $4.00. New Orleans Public Schools, New Orleans, Louisiana 70130. (Make check payable to New Orleans Public Schools.) Address orders to Edwin H. Friedrich, Director of Curriculum Services, New Orleans Public Schools, 731 St. Charles Avenue, New Orleans, Louisiana 70130. [ED 077 017; EDRS price: MF--$0.65, HC--$6.58]

This guide states a philosophy of English teaching based on language development, then gives numerous language games and classroom activities that the teacher can orchestrate to meet the needs of individual students. Each of the three major sections (oral language experiences, written language experiences, vicarious language experience) begins with an overview and a statement of behavioral and non-behavioral goals, followed by games and other activities for implementation. Drawing on current research, professional literature, and the best classroom practices observed in New Orleans Public Schools, the guide deals lucidly with sentence combining, group proofreading, free writing, collage book reviews, improvisation, discussion skills, and related topics.

RESOURCES FOR THE TEACHING OF ENGLISH: GRADES 8-12. 1972. Two Volumes. Durham County Schools, Durham, North Carolina 27000. $3.00 per volume. (Make check payable to Durham County Schools.) Address orders to Joyce Wasdell, Assistant Superintendent, Office of Durham County Public Schools, Durham, North Carolina 27000. [ED 072 459; EDRS price: MF--$0.65, HC--$13.16]

This two-volume curriculum guide describes an English program for grades eight through twelve. The guide begins with four essays on the teaching of English. The first essay deals with some of the problems of a changing English curriculum, the second discusses goals for the language arts program, the third discusses the teaching of writing in the junior and senior high school, and the fourth discusses stimulation games that might be used in the classroom. The second volume of the guide presents resource units for each grade level: a unit on communication for grade eight; poetry for grade nine; listening, writing, oral expression, and multimedia for grade ten; interpersonal relationships for grades ten and eleven; and literature for grade twelve. There are three appendixes: (1) a list of supplementary books used in Durham County, (2) procedures for ordering county audiovisual materials, and (3) a bibliography of professional references for the teaching of English.

CURRICULUM GUIDE FOR EXCEPTIONAL LEARNERS ENGLISH-READING 7-8. 1971. 110 pages. Williamsport Area School District, Williamsport, Pennsylvania 17701. Available from EDRS only. [ED number to be assigned; write ERIC/RCS for number. EDRS price: MF--$0.65, HC--$6.58]

This curriculum guide is designed to help teachers plan a course of individualized instruction in language arts skills for seventh

and eighth grade below-average learners. The guide includes a list of teacher objectives, a list of student objectives, a description of three diagnostic tests in reading and listening skills, and some examples of student interest inventories. The major section of the guide provides teaching objectives and strategies in perceptual motor skills, word identification skills, comprehension skills, and oral communication skills. An appendix describes supplementary activities for "Making English Live," for developing listening skills, and for role playing and dramatic activities. Four suggested units of study (in pop music, folklore, speech, and mass media) are also described in the appendix. A bibliography is included.

ENGLISH PROGRAM NONGRADED PHASE-ELECTIVE. 1972. 285 pages. Goose Creek Consolidated Independent School District, Baytown, Texas. $15.00. (Make check payable to Goose Creek School System.) Address orders to Jane Mitchem, Coordinator, English Education, Goose Creek Consolidated Independent School District, Baytown, Texas 77520. [ED 073 471; EDRS price: MF--$0.65, HC--$9.87]

This program guide contains detailed syllabi for over fifty elective courses in a five-phase program for grades ten through twelve. Focusing on instruction in language, grammar, composition, and literature, it describes courses on such subjects as "Concepts in Language and Composition," "Teenage Tales," "American Folklore and Legend," "Creative Writing," "Science Fiction," "Oral Communication," "Literature and Politics," "Transformational Grammar;" "Individualized Reading," "The British Novel," and "Masterpieces of Literature." The syllabus for each course contains a rationale, a synopsis, a list of goals, a description of the basic area to be studied, a list of materials to be used, suggested approaches and procedures, and a bibliography of teacher resources. Also included are a rationale for the entire phase-elective program, a bibliography of general resources for the teachers involved, some sample premium contracts which advanced students may choose, a description of various paragraph patterns, and a presentation of the proper form for footnotes and bibliographies.

ENGLISH CURRICULUM GRADES 9-12. 1972. 46 pages. Boys Town High School, Nebraska. $1.00. (Make check payable to Father Flanagan's Boys' Home.) Address orders to Al Bosn, Boys Town High School, Boys Town, Nebraska 68010. [ED 073 472; EDRS price: MF--$0.65, HC--$3.29]

This curriculum guide describes a high school English program structured to meet an individualized program designed to provide as much tutorial help as possible. The general goals of the program are to improve communication skills in reading, writing, speaking, and listening. The guide discusses the following specific components of the program: grading, the basic skills learning center, oral communication skills, the elective program, and the summer school program. Two reading lists are included: a list of literary selections adopted by the majority of the schools in the Omaha area and a list of high interest books for students with

reading difficulties. Also included is a bibliography of professional reading for the teacher in the areas of reading skills, composition and rhetoric, language, literature, education, and English education.

ORAL COMMUNICATION - BULLETIN 721. 1972. 94 pages. Florida State Department of Education, Tallahassee. $1.00. (Make check payable to Florida Department of Education.) Address orders to J. Emory Dykes, Administration Textbook Services, 317 Knott Building, Tallahassee, Florida 32304. [ED 067 706; EDRS price: MF--$0.65, HC--$3.29]

This bulletin implements the position paper on speech published by the Florida Department of Education [ED 053 133], which is reprinted as an appendix to this document. The bulletin offers guides and outlines for eight courses in speech communication: the basic course, public speaking, discussion, debate, parliamentary procedures, mass communication, interpretation, and drama. Each course guide begins with a statement of philosophy and objectives, outlines each course unit, and ends with a bibliography. The individual course units are presented in terms of objectives, special considerations, alternative student activities, and evaluation procedures.

SELECTED GUIDES REVIEWED AND RECOMMENDED IN 1972

A. Grades K-12

LANGUAGE ARTS GUIDE, CATALYSTS: A GENERAL ECLECTIC HANDBOOK, and TEACHER'S LITTLE RED BOOK. 1971. Three Volumes. Eugene Public Schools. $2.00 each volume. Address orders to Don Shutt, Language Arts Coordinator, Education Center, 200 North Monroe Street, Eugene, Oregon 97402. [Catalysts: ED 073 470; EDRS price: MF--$0.65, HC--$6.58]

Teacher's Little Red Book and *Catalysts* will give any curriculum committee or teacher many stimulating ideas for language arts classes. The guides provide a framework for language arts units giving a unity for content and process. Included are position papers for literature, language, rhetoric, and reading. *Language Arts Guide* is a resource unit, not a teaching unit, containing a compilation of ideas, materials, methods, and handouts for ninth-grade English classes. The units take a humanities approach. Some of the sub-units are "Who Am I," "Communicating with Others," and "Prejudice and Alienation." There is an endeavor in all the guides to provide opportunities to explore problems relating to the student and society and to provide him with the language skills necessary to be a more useful member of society.

B. Elementary: Grades K-6

LANGUAGE ARTS CURRICULUM GUIDE 1971 - THE LIMITS OF MY LANGUAGE MEAN THE LIMITS OF MY WORLD. Two Volumes (K-3 and 4-6). Independent School District No. 271. $15.00 for both volumes. (Make check payable to Independent School District No. 271.) Address orders to Mrs. Joan Black, Director, Instructional Materials Center, Bloomington Public Schools, 10025 Penn Avenue, South Bloomington, Minnesota 55420. [ED 021 855; not available from EDRS]

The two-volume guide is based on broadly stated behavioral objectives, providing the teacher with a focus and a sense of direction integrated within a whole. Seven major goals dealing with the student's awareness of self in relation to communication--verbal and nonverbal--are the foundation of each grade program, K-6.

LANGUAGE ARTS BOOK 1 (K-2), Book 2 (3-4), Book 3 (5-6). 1971. Conrad Area School District. $2.00 per book. Address orders to Berkie Lowe, Reading Supervisor, 99 Middleboro Road, Wilmington, Delaware 19804. [Book 1: ED 068 926, Book 2: ED 068 927, Book 3: ED 068 928; EDRS price: MF--$0.65, HC--$6.58 each]

These guides present a hierarchy of continuous development in the listening, speaking, reading, spelling, and writing abilities. The individualization of instruction is stressed; hence, the guides are not arranged by grades but by sequential levels, two levels per book.

Each of the five instructional areas in each book presents a philosophy, a list of materials and objectives, a bibliography, and a list of skills. While cognitive skills are stressed, the affective domain is recognized as very important but subject to personalized development both in sequence and time.

TAKE IT FROM THE BEGINNING (K-3), READING IN THE MIDDLE (4-6), and A READING SKILLS GUIDE FOR USE IN THE CONTENT AREAS FOR JUNIOR AND SENIOR HIGH SCHOOLS. 1971. Three Volumes. Santa Clara County Office of Education. $2.00 each volume. Address orders to Ms. Mae McCarthy, Santa Clara County Office of Education, 45 Santa Teresa Street, San Jose, California 95110. [K-3: ED 067 637, 4-6: ED 067 638, Jr.-Sr.: ED 067 639; not available from EDRS]

Three corrective guides for the respective grade levels were developed to aid teachers in a focus on individualization of reading. The primary guide describes assessment instruments. Teaching ideas are offered in language development, auditory discrimination, visual discrimination, and visual memory. The aims of the middle grade teachers are on practical assessment and teaching ideas. Individualized techniques for meeting reading needs and skills in content areas are emphasized in the junior-senior high guide.

CREATIVE DRAMATICS HANDBOOK, K-6. 1971. 215 pages. School District of Philadelphia, Philadelphia, Pennsylvania. $3.00. (Make check payable to School District of Philadelphia.) Address orders to Mrs. H. Ehrlich, East Washington Rhodes Middle School, 29th and Clearfield Street, Philadelphia, Pennsylvania 19132. [ED 077 018; EDRS price: MF--$0.65, HC--$6.58]

Creative Dramatics is rich in ideas for techniques and activities for aiding children in developing language skills, self discipline, and decision-making abilities. Included is an introduction on developing an affective curriculum and a philosophy. A clear presentation of objectives, goals, and definitions will be of aid to any elementary school teacher trying to develop a creative language arts program.

C. Secondary: Grades 7-12

ENGLISH FOR THE SEVENTIES: A GUIDE FOR THE TEACHING OF ENGLISH, EIGHTH LEVEL. 1971. 85 pages. Public Schools of the District of Columbia. Address orders to Dr. James Guines, Associate Superintendent of Instructional Services, 415 12th N.W., Washington, D.C. 20004. [ED 063 349; EDRS price: MF--$0.65, HC--$3.29]

The emphasis of *English for the Seventies* is to improve skills in reading comprehension. The content of the course is American literature correlated with American history. Objectives are stated in behavioral terms. An extensive checklist of skills is provided. Sample learning paks--self-directed individual lessons--and a complete unit on Washington, D.C. are included.

JUNIOR SECONDARY SCHOOL - ENGLISH 8, 9, 10 (1965); SENIOR SECONDARY SCHOOL ENGLISH (1966); ENGLISH XI; SENIOR SECONDARY SCHOOL ENGLISH - ENGLISH 12 (1972). Four Volumes. Address orders to Mr. L. C. Mendoza, Curriculum Consultant, Province of British Columbia, Department of Education, Victoria, British Columbia. [1965: ED 067 675, 1966: ED 067 676, Eng XI: ED 067 677, 1972: ED 067 678: EDRS price: MF--$0.65, HC--$3.29 each]

The basic aim of the courses is to develop the ability of the student to understand and use the English language. The guides are organized by literature and language phases but cross-references and footnotes enable a teacher to interrelate the phases during the year. Emphasis is on increasing oral expression. Interesting development of the language is accomplished from an historical viewpoint. The guides are sequential and developmental. Objectives, philosophy of content, suggested activities, methods and materials are offered for each unit of study.

ENGLISH COURSE OF STUDY (7-12). 1971. Six Volumes. Rochester Public Schools, Rochester, Minnesota 55901. $4.00 per guide. (Make check payable to Rochester Public Schools.) Address orders to Curriculum Office, Rochester Public Schools, Coffman Building, Rochester, Minnesota 55901. [Vol I: ED 068 917, Vol II: ED 068 918, Vol III: ED 068 919, Vol IV: ED 068 920, Vol V: ED 068 921, Vol VI: ED 068 922; EDRS price: MF--$0.65, HC--$3.29]

English Grade 7, English Grade 8, English Grade 9, English Grade 10, English Grade 11, English Grade 12 are individual curriculum guides including goals, philosophy, a message to the teachers, and theories for composition, literature, and language curricula. The composition section of each guide covers descriptive, narrative, and expository skills appropriate for grade level of the guide. The language and literature sections vary with relation to grade level and are developed in a sequential manner.

There are four concepts which serve as the basis of the curriculum: man in relationship to himself, his fellow man, and nature, and man in relationship to a supreme being. Outlines for lesson plans are included.

NONGRADED PHASE ELECTIVE SENIOR HIGH ENGLISH CURRICULUM (9-12). 1971. 488 pages. South Bend Community School Corporation. $8.00. (Make check payable to South Bend Community School Corporation.) Address orders to Mr. Russell Rothermel, Assistant Superintendent of Instruction, 635 South Main Street, South Bend, Indiana 46623. [ED 074 512; EDRS price: MF--$0.65, HC--$16.45]

The English Curriculum guide from the South Bend Community Schools contains a description of 111 courses offered to South Bend students in seven high schools. A separate set of electives is presented to students in ninth grade. A non-graded phase program is presented to students in the upper three grades. Outlines include course descriptions, course objectives, course emphases, suggested materials, and related activities. Each course is outlined by weeks on a twelve-week elective system. A philosophy and overall plan is also included in the guide.

ENGLISH AS EXPLORATION - A PERSONALIZED APPROACH TO TEACHING. 1970. 44 pages. Evanston Township High School, Evanston, Illinois. Address orders to Mrs. Mary E. Flynn, English Department, Evanston Township High School, Evanston, Illinois 60204. [ED 068 978; EDRS price: MF--$0.65, HC--$3.29]

The authors of this guide are encouraging active involvement of students in the process of learning. Major premises on which the program is based are flexible structures in which students learn to write by writing, talk by talking, and appreciate by personal response. There is an attempt to create an intra-disciplinary curriculum in a humanistic-oriented use of multimedia as stimuli for discussion and creative dramatics. The student-centered goals of the guide are to help develop a whole person through direct experiences. Bibliographies are included.

SURVEY OF MASS MEDIA (Grades 11-12). 1971. 120 pages. Stow City School System. $1.00. (Make check payable to Stow City Schools.) Address orders to Mr. Ronald Davidoff, Secondary Curriculum Director, 3732 Darrow Road, Stow, Ohio 44224. [ED 067 696; EDRS price: MF--$0.65, HC--$3.29]

This study outline has been formulated as a guide in teaching a course surveying the influence of the mass media. It is designed for high school juniors and seniors, hopefully with some interest in surveying media influence today. The course

itself, designed for one semester of study, is not intended to be strictly structured; changes and additions may be made to adapt the material to changing conditions in the media field. The course covers the characteristics of each medium of communication: newspapers, magazines, radio, T.V., movies, and books. It also shows factors that shape the offerings of each medium and examines devices used by any or all of these media to mold public opinion. The purpose of this course should be to help students form criteria by which to judge media messages critically.

SELECTED GUIDES REVIEWED AND RECOMMENDED IN 1971

A. Grades K-12

GUIDELINES FOR COMMUNICATION ARTS K-12. 1971. 249 pages. Board of Catholic Education, Diocese of Cleveland, 5103 Superior Avenue, Cleveland, Ohio 44103. $9.50. (Make check payable to Board of Catholic Education.) [ED 059 186; MF--$0.65 only, not available from EDRS as HC]

This comprehensive set of guidelines is intended to help individual schools develop curriculum and materials as well as to guide individual teachers. It includes sections on scope and sequence (including specific objectives for listening, viewing, reading, speaking, and writing), general program recommendations, rationale for the guidelines, and a complete system-wide reading program. The organization of the guidelines is especially good. Guides from this school system previously recommended are *Up the Down Spiral with English* (ED 042 788) and *The Circle in the Spiral* (ED 059 187).

B. Elementary: Grades K-6

CHILDREN'S LANGUAGE (Grades K-3). 1970. State Department of Education, South Carolina. $5.00. (Make check payable to South Carolina State Department of Education.) Address orders to Tom Parks, English Consultant, State Department of Education, 1429 Senate, Columbia, South Carolina 29201. [ED 043 884; not available from EDRS]

Children's Language is a kit of materials for exploring dialect differences of South Carolina in the early elementary classroom. It includes an LP record, "The Dialects of South Carolina," an introductory booklet defining standard and nonstandard dialect and describing several case studies of dialects of disadvantaged black and white children, a list of available supplementary AV materials, a list of programs available from other sources, and some picture materials for helping the teacher to get children talking about common objects in order to focus on dialect differences. The kit would appear to be useful to teachers in other states, not only those in South Carolina.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS: KINDERGARTEN-GRADE 6. 1971. 142 pages. Darien Public Schools, Connecticut. $3.00 (Make check payable to Darien Board of Education.) Address orders to John F. Sutton, Director of English, Public Schools, Darien, Connecticut 06820. [ED 068 957; EDRS price: MF--$0.65, HC--$6.58]

This guide is an effort at a student-centered curriculum, influenced by James Moffett's *A Student-Centered Language Arts*

Curriculum, Grades K-13. It emphasizes small-group activities and the learners' active output and receiving of language. Goals for developing attitudes, understanding, skills, and habits are suggested for each grade level, K-6, in the areas of listening and viewing, talking up, acting out, writing, reading, handwriting, spelling, and literature. Many useful activities are suggested in each of these areas. Although the guide states that pupil productions are the major materials used, suggestions for using *The Roberts English Series*, the required text for grades 3-6, are provided.

C. Secondary: Grades 6-12

CURRICULUM GUIDE: ENGLISH FOR GRADES VI-IX. 1970. 309 pages. Boston Public Schools, Massachusetts. $3.75. (Make check payable to the City of Boston.) Address orders to Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108. [ED 051 153; EDRS price: MF--$0.65, HC--$13.65]

This guide contains a wealth of detailed objectives, activities, and resources for language, literature, and composition in the middle and junior high grades. The objectives for each grade level and subject area are comprehensive and detail hoped-for student achievement in terms referring generally to student behavioral goals. Rationales are presented to guide the teacher in language, literature, and composition.

FRAMEWORK FOR FREEDOM (Grades 7-12). 1970. Fairfax County Public Schools, Department of Instructional Services, Fairfax, Virginia. Available from EDRS only. [ED 054 110; EDRS price: MF--$0.65, HC--$6.58]

Framework for Freedom outlines possibilities for composition in grades 7-12 in a readable, provocative, and systematic way. Its purpose is to assist "teachers and principals as they devise and revise their own [composition] sequences." Outstanding features of the guide are as follows: a sequence of behavioral objectives for grades 7-8, 9-10, 11-12, with suggested assignments for accomplishing objectives as well as identification of particular skills to be stressed; thematic literature-based units for the 7-12 program which specify unit theme, sources for the teacher, basic readings, alternate readings, and activities for small groups and individuals; a well-organized, crisply-written design (with photographs of students and teachers serving as a reminder of the "freedom" emphasis). The two-grade format serves to break down isolation and encourage cooperation between grades; the organization of the thematic-elective units is open-ended, with no large-group lessons outlined. Each two-grade division has 8 thematic units, none of which rely on a single text but instead specify basic, alternate, and supplementary readings; titles include "What Price Prejudice?," "Tales Out of School,"

"The Human Chain," "Lights, Camera, Action," "Destiny and Decisions," and "Power-Play." The framework is stimulating and fun to read--important qualities if a guide is to be used. It should serve as a reminder to all of us that we can turn out documents that are both attractive and educationally substantial when we get our heads together and get some administrative support.

THROUGH LANGUAGE COMMUNICATION TOWARD WORLD ORDER. A Language Curriculum for Low-Achievers, Grades 7-9. 1970. Approximately 150 pages. Springfield Public Schools, Springfield, Massachusetts. $3.95. (Make check payable to Springfield Public Schools.) Address orders to Henry A. Black, Language Arts Supervisor, Springfield Public Schools, 195 State Street, Springfield, Massachusetts 09103. [ED 058 226; not available from EDRS]

This guide is about language and culture. It is basically divided into seven concept areas--The World of Language, The Language of Man, The Gift of Language, What is Language?, The Story of Our Language, Voices of Man, and Language--The Mirror of Man's Growth. Each section includes specific objectives, skills, and activities, emphasizing the importance of speech and how people are judged by their speech. Many pictorial illustrations and charts are presented for the teacher and student.

A NEW APPROACH TO THE TEACHING OF ENGLISH LANGUAGE ARTS, and A MATERIALS SUPPLEMENT (Grades 7-12). Two Volumes: A NEW APPROACH, 1968, 133 pages, $2.00; SUPPLEMENT, 1969, 60 pages, $2.00. Department of Public Instruction, 400 W. Hill Avenue, Knoxville, Tennessee 37902.

A New Approach is divided into two sections, one for basic skill sequences and literary selections for grades 7-10, and one containing elective course outlines for grades 11-12. Most material in the guide is in outline form. The *Materials Supplement* suggests supplementary materials, especially for "slow readers" and "basic" students.

TEACHING THE SLOW LEARNER IN THE JUNIOR HIGH SCHOOL: A HANDBOOK FOR ENGLISH TEACHERS. 1967. 30 pages. Greenwich Public Schools, Connecticut. $1.90. Address orders to Kenneth C. Coulter, Deputy Superintendent, P.O. Box 292, Greenwich, Connecticut 06830.

The brief pamphlet makes suggestions to the teacher concerning students and their goals, and materials and methods for the classroom.

CRITERIA FOR PLANNING AND EVALUATION OF ENGLISH LANGUAGE ARTS CURRICULUM GUIDES

Introduction

To perform the task of curriculum evaluating, the Committee on Curriculum Bulletins has developed and repeatedly revised its "Criteria for Planning and Evaluation of Curriculum Guides," trying to keep up with trends set by the best curriculum practitioners. These criteria were established with several objectives in mind. First, with these criteria each member of the Committee has a uniform tool which he can use to evaluate the curriculum guide. In line with this first objective, the subcommittee that developed the criteria* felt that each guide should be evaluated as a unique guide, not directly compared to other guides throughout the United States. Secondly, the criteria serve to help schools and other educational agencies develop and evaluate curricula designed to guide teachers. The Committee also hopes that the criteria will be a possible change agent. The evaluation instrument was designed to apply to many different content emphases within the field of English-language studies, along with the learning process, organization, methodology, and language versatility. The criteria and the annotation are a kind of synthesis set of Utopian standards with definite biases that the Committee readily acknowledges. So far no single guide has "met" the standards for the criteria.

School districts wishing to have guides evaluated should mail one copy to the NCTE Committee on Curriculum Bulletins, 1111 Kenyon Road, Urbana, Illinois 61801. With the guide, it would help the Committee to have a statement containing information about the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. The evaluation process normally takes from four to eight weeks. There is no charge for this service.

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*The subcommittee for the current (1971) revision of the criteria included Sister Rosemary Winkeljohann, then Chairman of the Committee; William Strong, Associate Chairman; Allan Dittmer, Member of the Committee; William J. Scannell, NCTE Liaison Officer; David Kives, former NCTE Director of Special Projects; and Richard Adler, former NCTE convention coordinator.

CRITERIA FOR PLANNING AND EVALUATION
(annotations in italics)

PHILOSOPHY: What We Subscribe to

This Guide:

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   Philosophy is what we believe, and it's a good thing to get that out in the open.

2. has content that follows logically and consistently from its statement of philosophy.

   If a philosophy doesn't guide decision-making, it's largely useless.

3. promotes a natural, organic integration of language arts experiences.

   Things ought to go together. They really should. Kids are already together.

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   Language is primarily a living process, not an artifact.

5. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   Who's it for anyway? Complete involvement in the process is ideal.

6. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   The best chance for stimulating learning is to help kids go from where they are.

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   There's always a war going on somewhere. Leave it to the military. Nobody ever really wins a war, you know.

8. indicates that successful experiences in language development are essential for all students.

   Success comes in all colors, shapes, and sizes. All kids need to succeed in school.

POLICIES AND PROCEDURES: How We Operate

This Plan:

1. helps free the teacher by explaining his responsibilities and by suggesting the possibilities open to him.

   Teachers work best when they know what they can do and can't do. Administrators sometimes have expectations, and it's usually a good thing to know about them.

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   The nuts 'n bolts ought to be specified, not just guessed at. Things usually don't get done right when they're left to chance.

3. supports the view that curriculum building is an ongoing process.

   Curriculum, like kids, keeps changing--or at least it should. There ought to be a plan and somebody to make sure it happens. Teachers need to spark things.

4. reflects the interaction and cooperation of members of the total educational community.

   Everybody should have a say and ought to be listened to. It helps pass school bond elections.

5. encourages continual inservice training and professional improvement for all teachers.

   Old dogs have to learn new tricks. Or else.

OBJECTIVES: What We Hope Will Happen

This guide:

1. has objectives that follow directly from the philosophy.

   The cart should follow the horse; the horse ought to go somewhere on purpose.

2. sets clear objectives for all the major components of the English curriculum.

   Say what you want to happen so that it makes sense to you and anybody who reads it.

3. states objectives in a manner which facilitates recognition and description of progress.

   A behavioral objective can be a useful thing if it helps you to focus on what kids will do. The skill areas can usually be behaviorized, but it gets tough in aesthetics.

4. distinguishes teacher objectives from student objectives.

   What teachers do should be differentiated from what students do. Teachers are helpers.

5. has objectives which allow students to choose alternative modes of learning.

   It's the things that happen on the way that count. Kids ought to have some say on the way. There are many roads.

6. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptively, and some processes are not easily broken into steps or levels of achievement.

7. recognizes that cognitive and affective behavior are inseparable in actual experience.

   The human brain cuts things up into little boxes and categories. Experience, though, is flow. Thoughts and feelings are one.

8. contains objectives for improving language performance as well as perceiving more clearly what others do with language.

   Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.

ORGANIZATION: How We Channel the Flow of Energy

This plan:

1. makes clear how particular lessons and/or procedures are related to the total English program.

   Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. indicates a tentative sequence of basic language skills.

   Knowing the alphabet helps in learning to spell or use the dictionary. A suggested logical order is helpful even if it can't always be followed by particular children.

3. organizes major concepts in language arts to provide main directions for planning.

   Themes are a pretty good way to organize a curriculum but not the only way. You might try to think of concepts as places on a map.

4. regards basic texts and/or anthologies, if used, as resources rather than courses of study.

   Textbooks don't equal the curriculum--at least not in the best programs. Teachers and kids and parents are the real resources.

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   Some people act as if classrooms are conveyor belts in the factory of learning: the same thing happens over and over. Ideally, a classroom is a psychedelic place.

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   Dependence is learned; but so is independence. Let that which is natural blossom in its own way.

7. reflects the principle that the students themselves should often generate learning activities.

   Kids are natural learners who sometimes learn to be uncurious and unquestioning. They dig learning when we let them.

PROCESS AS CONTENT: The Ways That Students Experience

This guide:

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   No method is sacred; each is useful for a different purpose. In most schools, however, more emphasis needs to be placed on inquiry.

2. arranges its inquiry questions in a simple-to-complex order so that students gain confidence in their problem-solving abilities.

   An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.

3. contains activities that have a "problems" or "questions" focus.

   Documents from the past or problems from the present or future should often be used to promote training in inquiry.

4. indicates methods to promote cooperative interaction among students.

   Classroom experiences should provide guided practice in group dynamics.

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   Inquiry processes--learning how to learn--are probably the most important activities that students and their teachers can engage in.

LANGUAGE

This guide:

1. suggests that the content of language study often comes from real life.

   Language is not learned efficiently by treating it only as a corpus juris.

2. provides for study of conventional areas of linguistics.

   Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language arenas.

   The "languages" of advertising, politics, religion, and many other human activities are worth studying as systems. Teachers need to ask the right questions about the systems rather than to provide the right answers.

4. provides for frequent imaginative use of language in student-created and moderated groups.

   Improvised drama, role-playing, task groups, and good old-fashioned brainstorming are ways that kids can explore language. Imagine what it would be like if. Then talk it out.

5. suggests activities that help students learn the difference between grammar and usage.

   Grammar is the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.

6. reflects knowledge of new grammars.

   Some of the new grammars work better than the old ones because they explain more in a simpler way. Eclecticism is the thing for most teachers but probably no more than ten percent of the total instructional time should be in grammar of any kind.

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   The analytic processes involved in grammar are different from synthetic processes of composing. Think about it.

COMPOSITION: How We Shape Language and Ourselves

This guide:

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   Composing requires an orchestration of experience. There are different ways to say things and all are worthy of investigation.

2. emphasizes the significance of composing as a means of self-discovery.

   E. M. Forster said, "How can I know what I think 'til I hear what I say?" It's a good question.

3. recognizes the importance of the composing processes as ways of giving order to human experience.

   Composing is a way to make sense of what's happening in the world. Things are chaotic until we come to our senses.

4. has activities designed to stimulate composing.

   Precomposing activities, if on topics important to kids, can help stimulate more worthwhile writing.

5. recommends that composing practice often occur in small groups.

   Kids can help each other shape their thinking as they shape up their subject. Two or more heads are usually better than one for clarifying, organizing, and decision making.

6. illustrates that composing is always creative.

   You can't teach the process by teaching the "characteristics" of the product--unity, coherence, and balance. Composing is something that you play around with to make meaning happen.

7. suggests that composing stem from meaningful precomposing experiences.

   The better the input the better the output. Creation requires stimulation.

8. recommends that composition occur for different purposes and usually for audiences other than the teacher.

   Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing who you're talking to and why.

9. recommends that composing be approached diagnostically in laboratory situations.

   Kids have different needs when it comes to skills. A teacher can help a lot if he's around when the problems come up.

MEDIA AS PROCESS AND CONTENT: The Media Message

This guide:

1. promotes audiovisual as well as verbal literacy.

   Students need to explore consciously the relationships among visual, verbal, and kinesthetic communication. The ears don't see everything; kids are more than a big ear.

2. acquaints teachers with the characteristics and potential use of various media.

   The electronic age is with us. Are teachers with it?

3. suggests ways of involving students in using media.

   A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.

4. suggests specific media supplements and extensions for conventional activities.

   The media are like extension cords. They plug into a wider world.

5. lists media resources available to teachers and specifies procurement procedures.

   What's available and how do you get it? Media doesn't get used unless it's accessible.

READING AND LITERATURE: The Worlds Students Experience

This guide:

1. provides ways for the teacher to determine readiness.

   As Shakespeare said, "The readiness is all." In teaching, you need to stop, look, and listen.

2. suggests procedures to help teachers develop student reading skills.

   The "Right to Read" means more than having a few books around. Most teachers need help in helping kids develop basic literacy.

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

   A person really never stops learning how to read. Critical reading skills are critical to living, and we need to work with them. There are always new skills to learn.

4. relates the skills of reading to a total language program.

   Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience and the whole thing vibrates and responds.

5. makes provisions for a comprehensive literature program.

   Readers of all ages respond to beautiful language. Kids need appetizers. Let's not hide good books.

6. recognizes that it is more important to "engage in" literature than to talk about it.

   Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.

7. recommends that teachers allow and encourage students to select and read all types of writing, especially contemporary.

   When you take the lid off the reading list, you let kids explore all the world through its written talk. Leap out! You might like what you find.

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

   What kids say about literature is important. That's where the meaning is. We have to get sensitive to what a response reveals so that we can extend and deepen it.

9. suggests acting and role-playing to explore literature interpretation.

   Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it because you're into it. Then you look around and see what's there.

10. lists helpful resource material.

    We need to share ideas and to pool resources. The best teachers never stop learning about what's available.

EVALUATION: Discovering and Describing Where We Are

This guide:

1. has a coherent and useful rationale for evaluation.

   The rationale should be related to philosophy and objectives and reporting policy should be explicit.

2. stipulates that reporting procedures describe progress, including growth beyond the scope of stated objectives.

   Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides."

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   Marks and scores are not ends; the end of evaluation should be feedback useful for furthering achievement.

4. suggests methods of evaluation to help the individual build a positive self-image.

   Teachers should reinforce and respect any progress a student makes rather than punish or badger the student for any apparent lack of progress.

5. helps teachers diagnose individual learning progress and suggests methods and materials to accomplish this.

   In view of the differences in individuals and the continual change and growth each undergoes, teachers can use much help in performing valid diagnosis.

6. suggests that most evaluation be tailored to the student's ability, age, and personality.

   Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at the least acknowledged, then evaluation should be individualized.

7. recognizes that the student must be involved in all evaluation.

   Self-evaluation is crucial to learning. Students should understand and use explicit criteria for evaluation. Teacher or peer feedback should be as immediate as possible.

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.

DESIGN: Form, Function, and Flavor

This guide:

1. is easy to read; the language is clear and effective.

   Guide writers should set a good example of communicating; our medium has a message.

2. exhibits an appealing form and style.

   An attractive and creative guide will stimulate use.

3. has a format which makes revision convenient.

   A looseleaf format makes a guide more amenable to change. Now and then you can throw out the junk and add good stuff.

4. states its relationship to any other curriculum guides published by the school system.

   Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit. This helps outsiders too.

5. suggests as resources a large variety of specific background materials and school services.

   A guide, to be useful, has got to have usable things in it.

6. identifies people and procedures which will promote interdisciplinary activities.

   We build walls among ourselves with labels like English, social studies, and science; walls need to be lowered and gates opened.

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